



Performance Level Descriptors for Spring 2010 Grade 11

	Performance Level 1 A student at the advanced level	Performance Level 2 A student at the proficient level	Performance Level 3 A student who performed at the partially proficient level	Performance Level 4 A student who performed at the not proficient level
Reading	Comprehended complex narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences, analyze, synthesize, and evaluate text consistent with high school expectations. With instructional support, the student should continue to excel.	Comprehended more challenging narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences, analyze, and synthesize text consistent with high school expectations. With instructional support, the student should maintain and improve proficiency.	Requires assistance to improve achievement. This student comprehended uncomplicated narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences consistent with high school expectations.	Requires intensive intervention and support to improve achievement. The student did not demonstrate comprehension consistent with high school expectations.
Writing	Demonstrated clear and consistent understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. With instructional support, the student should continue to excel in writing achievement and in demonstrating the process and conventions of writing.	Demonstrated understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. With instructional support, the student should maintain writing achievement and knowledge about the process and conventions of writing.	Demonstrated some understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. The student may require instructional support to gain knowledge about the process and conventions of writing and to improve writing achievement.	Demonstrated little understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. The student may require intensive intervention and support to gain knowledge about the process and conventions of writing and to improve writing achievement.
English Language Arts	The ELA scale score is the average of the student's reading scale score and writing scale score.			

	<u>Performance Level 1</u> A student at the advanced level	<u>Performance Level 2</u> A student at the proficient level	<u>Performance Level 3</u> A student who performed at the partially proficient level	<u>Performance Level 4</u> A student who performed at the not proficient level
Mathematics	Performed mathematical skills, understood concepts and solved complex, non-routine problems consistent with high school content expectations. With instructional support, the student should continue to excel.	Performed mathematical skills, understood concepts and solved problems consistent with high school content expectations. With instructional support, the student should maintain and improve proficiency.	Requires assistance to improve achievement. The student demonstrated only partial understanding of the mathematical skills and concepts needed to solve problems consistent with high school content expectations.	Requires intensive intervention and support to improve achievement. The student did not demonstrate mathematical skills and concepts consistent with high school content expectations.
Science	Can design, conduct, and critique investigations based on abstract questions; manipulate and adjust scientific variables; and has a thorough integrated knowledge of basic biological, chemical, Earth science, and physical science concepts. The student is well positioned to continue their education and career with a strong basis in science, technology, critical thinking, and investigation skills. With instructional support, the student should continue to excel.	Can design and conduct scientific investigations based on questions, manipulate and adjust scientific variables, and has an integrated knowledge of basic biological, chemical, Earth science, and physical science concepts. The student has an adequate basis in critical thinking and investigative skills applicable for daily life situations. With instructional support, the student should maintain and improve proficiency.	Requires assistance to improve achievement. The student has some ability to design scientific investigations based on questions and has partial knowledge of basic biological, chemical, Earth science, and physical science concepts.	Requires intensive intervention and support to improve achievement. The student has demonstrated minimal ability to design and conduct scientific investigations and has a very limited knowledge of basic biological, chemical, Earth science, and physical science concepts.

	<u>Performance Level 1</u> A student at the advanced level	<u>Performance Level 2</u> A student at the proficient level	<u>Performance Level 3</u> A student who performed at the partially proficient level	<u>Performance Level 4</u> A student who performed at the not proficient level
Social Studies	Analyzed, synthesized, and applied social studies information and concepts. The student is using key social studies knowledge and skills in their decisions as they become a responsible citizen in a democratic society. The advanced student needs support to continue to excel. (See www.michigan.gov/socialstudies)	Analyzed and used social studies information and concepts. The student is using key social studies knowledge and skills in their decisions as they become a responsible citizen in a democratic society. The proficient student needs support to maintain and improve proficiency. (See www.michigan.gov/socialstudies)	Needs assistance to improve achievement. The student displayed an incomplete body of knowledge about social studies information and concepts. The student who performed at the partially proficient level faces difficulty in using key social studies knowledge and skills in their decisions to become a responsible citizen in a democratic society. (See www.michigan.gov/socialstudies)	Needs intensive support to improve achievement. The student has difficulty in recalling, understanding, and using social studies information and concepts. (See www.michigan.gov/socialstudies)